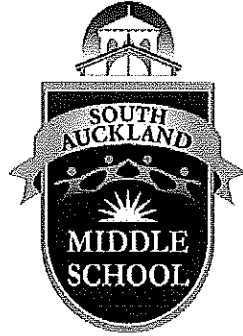


Third Quarter Report 1:
South Auckland Middle School



SOUTH AUCKLAND MIDDLE SCHOOL

PARTNERSHIP SCHOOLS KURA|HOURUA

QUARTERLY REPORT –3rd QUARTER

For the period 1 July to 30 September 2014

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

Fill in the requested information below about the basic information of the school.

1.1 Basic Information	
Name of School	South Auckland Middle School
Year Levels	Years 7-10
Last quarter Enrolment Count	111
School Address – Physical	198 Mahia Rd, Manurewa, Auckland
School Address – Postal	PO Box 74-276 Greenlane, Auckland 1546
Website Address	www.southauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	
Key Contact phone number	
Name of School Leader/person responsible for teaching and learning	Wendy Greig
School Leader/Principal email address	
School Leader/Principal phone number	

s 9(2)(a) OIA

1.2 Organisational Structure of the School

Describe any changes to the organisational structure made during the last quarter and/or anticipated changes. Please provide a copy of your organisational chart labelled as an Appendix. If the organisational chart has changed since the last report, please provide an updated copy.

1.2 Organisational Structure
No changes have been to the organisation structure in the last three months.

2. EXECUTIVE SUMMARY FOR THE MINISTER

An executive summary is a brief overview of a report designed to give readers a quick preview of its contents. Its purpose is to consolidate the principal points of a document in one place.

2.1 Executive Summary

This report has been prepared for the Minister in accordance with the Sponsor's obligations under the Agreement, with respect to the performance of South Auckland Middle School.

South Auckland Middle School has successfully completed its third quarter of operations and the Sponsor is pleased that there have been a number of highlights for this period.

Of all the achievements for the period, the most notable has been an outstanding ERO report which identified the following aspects of the School's performance: expectations of students and their positive response to these, small class sizes, well organised timetable, expert staff and positive findings in the school's use of ICT and independent study opportunities. Feedback from students was also highly favourable with a special mention of the respectful relationships formed between staff and students, and within the student body itself. The report summarised the school's operations as having "made a good start to delivering its sponsors vision of providing pathways to opportunity". Sponsors and staff are pleased with this result.

In addition, we confirm that we have met all our obligations under the Agreement to date, including those related to our Objectives under the Agreement, Financial performance, Student Achievement, and Student Engagement. We are also pleased to report that our Whānau and Community Engagement initiatives have been ongoing and we are continuing to expand upon these relationships. We have undertaken a number of events during the period to support this and have had very good feedback. We have also maintained our commitment to staff having an 'open door' for parents and family and this continues to work well.

The roll has not exceeded its maximum and enrolments continue to be processed and accepted according to the Agreement. No significant changes to organisational structure or property have taken place over the period.

The Sponsors are aware of the risk identified by the Ministry with regards to the Business Manager, and the Academic Manager and the potential impact on operations should either of the role-holders take a prolonged period of requested or unanticipated leave, or exit the business. This risk is currently being mitigated with the appointment of an Assistant to the Business Manager, and moves to greater shared responsibility amongst our Academic Leaders. This will increase capacity at senior levels of the School and more widely share essential intellectual property.

South Auckland Middle School continues to perform favourably against Ministry proscribed measures, including ERO reporting. Feedback from our students and their families also gives us confidence that we are delivering an excellent level of education to all of our students. This is further reflected in our applications for enrolment for 2015 which demonstrate a high level of demand for places at our school, resulting in a substantial waitlist.

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p> <p>Response: Nil</p>
3.2	<p>Has any serious criminal activity been discovered to have taken place on the Premises?</p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p> <p>Response: Nil</p>
3.3	<p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</p> <p><i>Please refer to <u>Annex A of Schedule 1 of your Agreement</u> for the specifics as they apply to your Partnership Kura.</i></p> <p>Response: Yes the School has been operated in accordance with the requirements set out in the Gazette Notice.</p>
3.4	<p>Please confirm that the school has not exceeded the Maximum Roll.</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></p> <p>Response: The School has not exceeded the Maximum Roll.</p>
3.5	<p>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</p> <p><i>Please refer to <u>Part 2, Section 7, Enrolment of Students at School and in Courses</u> of your Agreement for information on the Acceptance of Students (clause 7.2), International Students (clause 7.3) and Students with Special Education need (clause 7.4).</i></p> <p>Response:</p> <p>The School has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement. Applications for admission for 2015 were accepted until 1 September. Current application levels meant that places were oversubscribed and in order not to exceed our roll a waitlist was formed. We held a ballot that was administered by the police on 5 September. The ballot confirmed places and created the ranking for the waitlist.</p>

3.6	<p>Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Minimum Levels for your Partnership Kura</i></p>
	<p>Response: The School hours and tem dates have not fallen below the Minimum Levels.</p>

3.7	<p>If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the <u>Education Act 1989</u>.</p>
	<p>Response: We have not exceeded the maximum periods set out in the Education Act 1989.</p>

3.8	<p>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</p> <p><i>Please refer to <u>Schedule 3: Additional Student Services Offered</u> of your Agreement for information on the provision of student transport services.</i></p>
	<p>Response: No transport is required.</p>

3.9	<p>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</p> <p><i>Please refer to <u>Part 2, Section 12: Governance of the School</u> of your Agreement for information on the person responsible for teaching and learning. Note this person must have a proven background in educational leadership.</i></p>
	<p>Response: The Sponsor has appointed as required and we confirm the person meets all of the requirements as set out in the agreement.</p>

3.10	<p>Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?</p>
	<p>Response: In 2014, the number of Registered Teachers and Holders of Limited Authority to Teach, at the school are nine and zero respectively. We can confirm that the number of teaching positions filled by Registered Teachers has not fallen below the minimum number.</p>

3.11	<p>Please confirm that, the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position has not fallen below the minimum percentage set out in clause 2 of Schedule 4 of the Agreement?</p>
	<p>Response: In 2014, Registered Teachers or Holders of Limited Authority to Teach must teach 80% of the curriculum, compared with the total curriculum time. We can confirm that the percentage of curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum percentage set out in Schedule 4 of the Agreement.</p>

3.12	<p>Please confirm that you, as Sponsor have complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on police vetting under your Agreement?</p>
	<p>Response: Police vetting has been completed as per all relevant legislation and the requirements of the Act. And Agreement</p>

3.13	<p>Please confirm that you, as Sponsor have reported to the Minister in accordance with and by the dates or within the timeframes clause 18.2 of your Agreement? <i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on Reporting to the Minister.</i></p>
	<p>Response: Reporting to the Minister has been completed in accordance with clause 18.2.</p>

3.14	<p>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? <i>Please refer to <u>Part 2, Section 7: Enrolment of Students at School and in Courses</u> of your Agreement for information on reporting to parents</i></p>
	<p>Response: Clause 7.8 of the agreement states the type of reporting required to parents: (a) The progress of the student at the school; (b) Any barriers to the student's progress at the school; and (c) As applicable, the student's progress and achievement in relation to National Standards. We have provided information and reporting to parents in a variety of ways. This has been successful and well received. Parents have had the opportunity to respond to this and get more information if they need.</p>

3.15	<p>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p>
	<p>Response: Not applicable until 2015.</p>

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives from your Agreement

- Your Objectives are specific to your School and can be found in Section 1 of Schedule 6: Performance Management System of your Agreement.
- Please comment on:
 - The goal(s) of each Objective.
 - The measures used to assess achievement of each goal of the Objective.
 - If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
 - If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
 - Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.

4.1.1	Objective 1: Effective Governance	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Policies			
	Measure: Policies finalised.	Met	Met	All Policies have been revised and updated.
	Goal: Staff Understanding			
	Measure: Responsibility Split	Progressing Towards	Progressing Towards	Much clearer definitions and requirements developed.

4.1.2	Objective 2: Effective holistic development with emphasis on academic achievement	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Routines			
	Measure: Clear expectations	Met	Met	
	Measure: Settled day structure	Met	Met	
	Goal: Staff and student relationships			
	Measure: Openness of conversation	Met	Met	

4.1.3	Objective 3: Relationship Development	Previous Quarter 2	Current Quarter 3	Comment
	Goal:			
	Measure: Evening classes	Met	Progressing Towards	Looking to develop more and make the plan for 2015.
	Measure: Whānau Advisory Group	Progressing Towards	Progressing Towards	Still developing guidelines. Focus for final quarter to establish and have well in place for 2015.

	Goal: Community visitors to school			
	Measure: Community Meetings	Met	Met	Providing a place for community groups to meet, learn about school and interact.
	Measure: Visitors	Met	Met	Many visitors into the school to view a Partnership school in action. Very positive responses.

4.2 Student Achievement

- *Partnership Schools are required to report to the Ministry regularly on aspects of student achievement*
- *The Student Achievement performance standards are specific to your School and can be found in Section 2.1 of Schedule 6: Performance Management System of your Agreement.*
- *Whilst you are only required (currently) to report twice annually on the quantitative aspects of student achievement, we require qualitative information on your progress to achievement of the applicable performance standards*
- *This section should be completed by the responsible academic lead for your School.*

4.2.1	Teaching and Learning promotes student achievement <ul style="list-style-type: none"> • <i>How the learning time is maximised?</i> • <i>There is an academic emphasis.</i> • <i>There is a focus on student achievement.</i>
	<p>Response:</p> <p>There are no interruptions in the learning day structure. This creates an academic emphasis and an expectation from the students that they are to work and that learning is a priority. Guest speaker and visitors are utilised in the afternoon programme where this is more flexibility. Student's achievement are celebrated and feedback is regular.</p> <p>ERO also confirmed the following aspects of the School's performance: expectations of students and their positive response to these, small class sizes, well organised timetable, expert staff and positive findings in the School's use of ICT and independent study opportunities. Feedback from students was also highly favourable and the report summarised the School's operations as having "made a good start to delivering its sponsors vision of providing pathways to opportunity". Sponsors and staff are pleased with this result.</p>

4.2.2	Students <ul style="list-style-type: none"> • <i>How is feedback on progress provided?</i> • <i>How student performance is monitored and is evident.</i> • <i>Progress in achieving learning goals is measured.</i>
	<p>Response:</p> <p>Students receive regular feedback with the project marking twice a term. This is additional to ongoing classroom feedback. The IBP documents are kept up to date and there is a centralised marking system. Data is analysed and communicated to students when appropriate and always to the teaching staff. Progress in achieving goals is measured by engagement, completion of work, reflection by staff. Strategies of teachers include daily hand in of work within the 5 week project for students identified as benefitting from this monitoring. Communication between home and school is also practiced.</p>

4.2.3	Purposeful teaching <ul style="list-style-type: none"> • <i>The teachers displays efficient organisation.</i> • <i>The lessons are structured and have clarity of purpose.</i> • <i>The teachers are able to adapt their practice.</i>
	Response: Regular staff meetings are held. Projects are scaffolded to the staff and in turn to the students. The Academic Leader monitors the teachers and assists when necessary. There is evidence of unit planning, and lesson planning, mentor meetings and villa specific meetings.

4.2.4	The school is a learning organisation <ul style="list-style-type: none"> • <i>There is evidence of school-based staff development.</i> • <i>There is evidence of data-driven, results-based decision-making.</i> • <i>Staff development is achievement focused.</i> • <i>The schools resources are focused on student achievement outcomes.</i> • <i>There is an emphasis on performance and results.</i> • <i>Teachers and students find innovative ways of doing things.</i>
	Response: Target learners are identified and there is always a post assessment reflection. This includes data, engagement, behaviour and skills development. Resourcing compliments the learning process and encourages outcomes.

4.2.5	Parent-community-school partnerships <ul style="list-style-type: none"> • <i>Parents are involved in meaningful ways.</i> • <i>There is a culture of shared decision making.</i> • <i>Links are evident between school and community.</i>
	Response: Parents are always welcome in the school environment and are encouraged to call in during the day to view the classes or participate. Parents are part of the decision making process re their child as much as possible and we endeavour to always keep them up to date with information so they are aware of difficulties as well as the positive events. The Whānau Advisory Group is still developing but progress is being made. Community links are strong and South Auckland Middle School has many advocates in the Community. In addition, we also held the following events for parents and/or community networks: <ul style="list-style-type: none"> • Manurewa Community Network Meeting – 29 July: Hosted event for 14 community service providers including the Auckland City Council, and various action groups. Facilitation of event and lunch provided. • Computers in Homes – Completed 31 July: 16 families of students at the school were selected for a programme which would provide a home computer and 20 hours of basic computer tuition. This programme was facilitated by the School via the Computers in Homes programme. All families successfully completed the programme. • Year 10 Restaurant Evening – 18 September: In celebration of the completion of the Year 10 restaurant project. Over 60 attendees, including staff and family members, enjoyed food prepared by Year 10 students.

	<ul style="list-style-type: none"> • Grandparents Day – 11 September: Hosted 6 grandparents who are the primary caregivers of some of our students to coffee and a tour of the Auckland Rugby Union. Excellent feedback received. • Keep New Zealand Beautiful (KNZB) Week – 14-20 September: All students participated in a local community clean up. Focusing on our surrounding streets and parks, we used KNZB Week as an opportunity to educate about the importance of proper waste management practices and to be of service to the community. <p>Celebration of Learning Nights – various: Opportunities were provided for families to come into the school to engage with their children’s work, and the school, and celebrate learning milestones. Approx 90% attendance of families to these nights.</p>
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4.3. Student Engagement

- Partnership Schools are required to report to the Ministry regularly on aspects of student engagement.
- The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.
- It is not necessary to supply copies of records from your Attendance Management System

UNJUSTIFIED ABSENCES

Definition: Unjustified Absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school.

4.3.1	MEASURE: Unjustified Absences			Metric: Measured through attendance data provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	588.28	35	0	We actively work with the families and every day account for all students.

STAND DOWNS

Definition: Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

4.3.2	MEASURE: Stand downs			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	2.1 days/year/100 students	0	3 days (2 students)	2 days for one student. 1 day for another. All procedures completed. Management plan and pastoral care.

SUSPENSIONS

Definition: Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to:

- Lift the suspension without conditions.
- Lift the suspension with reasonable conditions.
- Extend the suspension with reasonable conditions for a reasonable period.
- Exclude or expel the student.

4.3.3	MEASURE: Suspensions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	.42 days/year/100 students	0	1 student	Con firm all Ministry processes were followed. Suspension lifted with conditions. Management plan in place.

EXCLUSIONS

***Definition of EXCLUSION:** Exclusion means the formal removal of a student aged under the age of 16 from the school and the requirement that the student enrol elsewhere.*

4.3.4	MEASURE: Exclusions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.15 days/year/100 students	0	1 student	ENROL has been updated. We liaised closely with the MOE in this situation for advice, options and process.

4.4 Financial performance

See Appendix 1: Financial Performance

- The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.
- The Financial Performance standards are specific to your School and can be found in Section 2.3 of Schedule 6: Performance Management System of your Agreement.
- Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.
- Please provide any comments you wish to make about any of the measures.

4.4.1	MEASURE: Operating Surplus			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
	2-5%			s 9(2)(b)(ii) OIA

4.4.2	MEASURE: Working Capital Ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	2:1	1.16:1	1.27:1	

4.4.3	MEASURE: Debt/equity ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	0.5:1	0.55:1	0.52:1	

4.4.4	MEASURE: Operating Cash			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	Positive cash flow=actual			s 9(2)(b)(ii) OIA

4.4.5	MEASURE: Enrolment Variance			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	90	111	107	1 student excluded 3 moved out of town

4.5 Targeting Priority Learners

- The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.
- The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**
 - If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change). OR
 - Identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

4.5.1	MEASURE: Enrolment of priority learner groups		
	PERFORMANCE STANDARD: 75%		
	Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
	Total school roll this quarter	% of student roll that identifies with at least one of the priority learner groups	% of student roll that <u>does not</u> identify with at least one of the priority learner groups
	107	92%	8%
	Comments (if any)		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: Clendon - 6%; East Tamaki - 1%; Henderson - 2%; Hillpark - 1%; Hillsborough - 1%; Mangere - 15%; Manukau - 4%; Manurewa - 41%; Mt Albert - 1%; Northpark - 2%; Papakura - 3%; Papatoetoe - 4%; Randwick Park - 1%; Takanini - 1%; Wattle Downs - 2%; Weymouth - 15%

5. OPERATIONAL MANAGEMENT

5.1 Property

5.1.1	<p>Please provide information on your school property.</p> <p><i>Consider the following topics in your response:</i></p> <ul style="list-style-type: none">• Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.• How the property and teaching/learning spaces are supporting the delivery of the curriculum.• Any health and safety issues that have been identified in regards to property. If any health and safety issues have been identified, note how these have been resolved.• Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).• If you have a long term property plan, how you are progressing against the goals in the plan.
	<p>Response: No changes have been made to the property in the last quarter. The property and learning spaces provide an outstanding environment for the students and delivery of the curriculum.</p>

5.2 Whānau and Community Engagement Policy

5.2.1	<p>As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress in the table below against the Plan.</p> <p><i>Please reference your response back to specific points in your approved policy.</i></p>
	<p>Response:</p> <p>The School holds regular meetings with the Whānau Advisory Group (WAG), which is comprised of parent representatives. Representatives come from both Villas (Manuka and Totara) and a parent is selected for each year group. Prior to meetings parents contact their relevant Villa year group to seek feedback.</p> <p>All meeting collected is provided to the Business Manager and Academic Manager. Immediate concerns are addressed as required and any longer term issues are resolved as able. The School also collects feedback via phone, email and in person. Regular meetings are held with parents at their request and the School openly advocates for close relationships with parents and caregivers.</p> <p>Communication to parents takes place in person, over the phone and via email (on an individual student basis). Weekly newsletters also communicate happenings at the School. These are well received. Newsletters are sent firstly by email, and then in hard copy form for those who cannot access email at home.</p> <p>These forms of communication have been well received and the 'open door' policy has been well utilised. Feedback from WAG meetings has been largely complimentary and we feel confident that our relationships and communications with parents and caregivers has been successful.</p>

	<p>As part of this process we have also held a Trust, Staff and WAG function to ensure that parent advocates had the opportunity to meet all staff and members of our Board. This was very well received.</p> <p>This quarter we also had two Celebration of Learning evenings for parents to come into the school, see their child's work and meet the teachers. There was no time limits on the meetings so parents were able to discuss fully any queries. We provided a supper and there was a very high representation of the families.</p>
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5.2.2	Provide a list of the partnerships with other educational or community groups the school is involved with.	
Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved, approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
<i>Mt Hobson Middle School</i>	Sister school	Between 5-20 hrs per month
<i>Schools in area</i>	Developing	
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Elim Church</i>	Landlord and neighbour	Students involved in Youth group and school provides some help with different activities.
<i>Breakfast Club</i>	Supplier and supporter	Food provided and other support with uniform and needs.
<i>Manurewa Marae</i>	Support and Maori culture oversight	Regular contact between parties and involvement.
<i>Habitat for Humanity</i>	Charity we support	Mufti day and sausage sizzle as fundraiser. Will be each term, this quarter had guest speaker and fundraiser.
<i>Manukau Beautification</i>	NFP that we support in their activities.	Students to participate in local area clean-up and other beautification projects.
<i>Auckland City Council</i>	Complimentary partnerships with relevant divisions of ACC.	Regular contact with various branches related to sports, education, health and community.
<i>Manukau District Health Board</i>	Health service information and provision partner	Ongoing and as required.
<i>Manurewa Community Network</i>	Service providers association in Manurewa	Attendance at regular meetings, and access to service information and provision for students.
<i>NZ Police</i>	Information and support	Ongoing and as required.

		for students and staff.	
	<i>Manurewa Business Association</i>	Information and services provision. Avenue for sponsorship and funding.	Monthly meetings and ongoing.
	<i>Manukau Urban Maori Authority</i>	Information and support.	Developing relationship.
	<i>Weymouth Cosmopolitan Club</i>	Storage and sports facility provision.	Ongoing and daily during winter.
	<i>Keep NZ Beautiful</i>	Week activity	The whole school over the week spent 1 afternoon collecting rubbish in the community. Very positive activity.

5.3 Media

5.3.1	Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).		
	ORGANISATION/OUTLET E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.	NATURE OF STORY	WEB-LINK (if available online) E.g. to a news website, Radio NZ, You Tube.
	<i>Campbell Live</i>	Update information	http://www.3news.co.nz/tvshows/campbelllive/charter-schools-the-future-of-education-2014091219
	<i>Manukau Courier</i>		Article regarding Keep NZ Beautiful

5.4 Complaints and the Independent Review Process (IRP)

5.4.1	Describe any official complaints (written) received by the Sponsor in the table below.
	Response: No complaints received.

5.4.2	Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School.
	Response: No challenges received.

5.5 Operational Policies and Health and Safety

5.5.1	<p>Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.</p> <ul style="list-style-type: none"> • <i>This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.</i> • <i>Any policies that have been amended by the Sponsor should be formatted into <u>one document</u>, clearly labelled as an Appendix. Please do not attach separate documents for each policy.</i> • <i>Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.</i>
	<p>Response:</p> <p><i>Policies that have been amended and are attached to this document as an Appendix:</i></p> <ul style="list-style-type: none"> • No amendments <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none"> • Health & Safety Policy • Hazards & Safety Management • Evacuation & Lockdown • First Aid • Traumatic Incidents • Abuse & Neglect • Visitors to School • Administering of Medication • Cybersafety • Education outside the Classroom • Harassment & Bullying • Pandemic & Communicable Diseases • Complaints • Protected Disclosure • Managing Student Behaviour • Search & Seizure • Stand Downs, Suspensions, Exclusions, Expulsions • Smokefree

6. RISKS AND ISSUES

Please complete the attached Excel Spreadsheet for both Risks and Issues.

See Appendix 2: Risks and Issues Register

6.1 Risks

6.1.1	<p>Please detail any risks in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.• The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.• We can plan for risk based on its probability and impact on deliverable – risks can be avoided completely, or can be minimized, or can be transferred to other party. <hr/> <p>Response: See the attached Appendix.</p>
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6.2 Issues

6.2.1	<p>Please detail any issues in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.• There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%. Issues are usually written in the present or past tense. <hr/> <p>Response: See the attached Appendix.</p>
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South Auckland Middle School **Financial Performance Quarterly Reporting**

Appendix 1

Quarter 3 - 1 July to 30 September 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	335,706.00	383,667.00	368,194.00		1,087,567.00
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	0.91	1.16	1.27		
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.63	0.56	0.53		
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	109	111	108		
Financial Statements Attached	P and L	P and L	P and L		

Certification

I certify that South Auckland Middle School is solvent and will remain solvent.

Signed

Name: Karen Poole

Date: 31 October 2014

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REDACTED

6.1 Risk Register

#	Assess Risk					Evaluate Risk			Monitor Risk		Support from the Ministry
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Ratings	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
1	25/06/2014	Capability/ Capacity	Continuity of Management	Sponsor	Detailed documentation	Sharing the management position			Continue to refine processes and document procedures.		

6.2 Issues Register

#	Identifying the Issue				Analysing the Issue			Evaluating the Issue		Support from the Ministry
Risk No.	Date Raised	Issue Type	Issue Description (1-2 lines)	Raised By	Status of Issue	Owner of the Issue	Issue Rating	Activity History and Resolution (incl. closure date)	Date of Review	Please detail any support you require from the Ministry to manage the issue.
1	1/09/2014	Strategic	Potential loss of capacity and intellectual property through the prolonged absence or loss of key personnel: Karen Poole and Alwyn Poole.	Sponsor	Open	Sponsor	Very High	Recent recruitment of an Assistant to the Business Manager will increase shared intellectual property capacity and improve the ability of the Business Manager to take time out from the business. Greater shared responsibility at the Principal/Academic Leader level will further reduce the risk associated with the loss of the Academic Manager. Ongoing development of the Assistant to Business Manager role will further mitigate the risks associated with the loss of the Business Manager. Increasing responsibility at the Principal/Academic Leader will further mitigate this risk factor.		

